

About the Horse Platinum awards – coach guidance



SUPPORTING YOU THROUGH EVERY STAGE

Handling your Horse platinum

Handling your horse	Notes for guidance
<ul style="list-style-type: none"> • I can name three methods of restraint and describe how to use them • I can give reasons a horse might need to be sedated • I can demonstrate how to hold a horse’s front leg up • I can name the families of bits • I can identify two different types of mouthpiece • I can describe the action of a snaffle bit • I can roll up a set of schooling bandages • I can put on a set of schooling bandages (with or without padding) • I can describe why open fronted tendon boots and fetlock boots are used • I know why studs are used • I know what type of studs should be used on: <ul style="list-style-type: none"> a) Hard ground b) Soft ground 	<ul style="list-style-type: none"> ▫ <i>Methods of restraint:</i> any three from the following: Headcollar, control headcollar, bridle, chifney. Participant can describe or, where appropriate, demonstrate how to use ▫ <i>Reasons for sedation:</i> Can include: Veterinary procedure, clip, dentistry or any other appropriate answer ▫ <i>Holding up leg:</i> safe procedure followed, safe lifting technique demonstrated – back straight, knees bent, ▫ <i>Identify mouthpieces:</i> two different types from; single joint, double joint, linked, mullen mouth, ported, or any other common type of mouthpiece ▫ <i>Schooling bandages fitted to all four legs:</i> can be applied with or without padding. Any padding used must be wrapped the correct way, clean and free from wrinkles/pressure points. Participant should not kneel or sit when applying bandage and should be positioned at side of leg. Bandage should be smooth, have even turns and tension round the leg, angled around fetlock. Participant should demonstrate how to check tension by fitting finger around top of bandage. ▫ <i>Tendon and fetlock boots:</i> reason can include: protect structures at back of leg and fetlock joints, open front allow horse to feel if knock a pole, fetlock boots allow movement of hind limb, or any other appropriate reason covered in training ▫ <i>Types of studs:</i> participants can describe the studs or select suitable studs from a kit

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Knowing your horse platinum

Knowing your horse	Notes for guidance
<ul style="list-style-type: none"> • I know how many teeth an adult horse has • I can name three types of teeth • I can demonstrate how to look at a horse’s teeth • I can name the bones in the lower leg • I can describe the function of the flexor and extensor tendons • I can name and describe the signs of five common illnesses • I can list the six essential nutrients • I can list the three work levels • I can explain what interval training is and give an example of how to use it 	<ul style="list-style-type: none"> ▫ Male horse 40 – 44, Female horse 36-40 ▫ <i>Any three from:</i> Incisors, Canines, molars, pre-molars ▫ Looking at teeth: horse held in headcollar or lead rope through string or held, arm around nose, safe method shown to open mouth ▫ <i>Function of tendons:</i> Extensor – extend the leg, Flexor – bend the leg ▫ <i>Five common illnesses:</i> any described in the booklet or any other covered in training or that the participant suggests themselves ▫ <i>Essential nutrients:</i> water, carbohydrate, fats, protein, vitamins and minerals ▫ <i>Levels of work:</i> Light, medium or hard ▫ <i>Interval training:</i> period of hard work followed by period of rest to allow partial recovery repeated several times. E.g. canter 1 min/walk 3 min/canter 1 min/walk 3 min/canter 1 min/walk until horse recovered or similar answer

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SUPPORTING YOU THROUGH EVERY STAGE

Caring for your Horse platinum

Caring for your horse	Notes for guidance
<ul style="list-style-type: none"> • I can list the benefits of turning horses out with company • I can describe how to safely introduce a new horse to an existing group • I can list different enrichment ideas for keeping a horse occupied when stabled • I know the benefits of carrot stretches • I can demonstrate a carrot stretch exercise with my horse • I can demonstrate how to shorten a mane • I can demonstrate how to trim feathers • I can describe when you shouldn't trim a horse • I can describe why you shouldn't trim horse's whiskers 	<ul style="list-style-type: none"> ▫ <i>Benefits of company:</i> Herd animals, allows them to interact with each other, groom play, display natural behaviour or any other reason covered in training ▫ <i>Introducing new horse: Answer to cover key point;</i> introduce gradually to reduce risk fighting and/or potential injury and allow new horse to explore new surroundings. ▫ <i>Enrichment ideas can include:</i> small holed haynets, hanging nets around stable, treat ball, smaller feeds spaced out throughout day, mirrors, radio, treat string, carrot stretches, regular interaction e.g. grooming etc or any other acceptable answer covered in training or suggested by participant themselves ▫ <i>Carrot stretches:</i> Improve horse's flexibility, core, balance ▫ <i>Demonstrate a carrot stretch:</i> must include warming the horse up appropriately, horse held in headcollar – not tied up, awareness of position of horse, carrot/treat held appropriately, one stretch demonstrated as shown in booklet or any other suitable stretch covered in training or suggested by participant ▫ <i>Shortening mane:</i> Demonstrate using technique in booklet or other appropriate method. If no suitable horse/pony available, participant can talk through and demonstrate each stage without actually shortening the mane ▫ <i>Trimming feathers:</i> Demonstrate using scissors and comb or clippers, crouch by horses leg not sit or kneel, safe positioning and awareness of horse and safety. If no suitable horse available, participant can demonstrate the technique without actually cutting the feathers ▫ <i>Reasons:</i> Native horse or pony, owner doesn't want horse trimmed, horse lives out full time or any other acceptable reason covered in training ▫ <i>Whiskers:</i> answer should be based around: the whiskers form part of the horse's sensory system and to trim them off would deprive the horse of this

FOR THE CHALLENGE. FOR THE LOVE.



Lungeing your Horse platinum

Lungeing your horse	Notes for guidance
<ul style="list-style-type: none"> • I can describe when a horse is working actively on the lunge in: <ul style="list-style-type: none"> a) Walk b) Trot c) Canter • I can describe some potential issues with cantering on the lunge and suggest ways to correct them • I can demonstrate an appropriate lungeing session for my horse including: <ul style="list-style-type: none"> a) Safe handling of the equipment b) Warm up and cool down c) Working in walk, trot and canter d) Use of side reins e) Changes of rein f) Suitable exercises g) Appropriate sized circles 	<ul style="list-style-type: none"> ▫ <i>Working actively:</i> Walk –four beats, over tracking. Trot – two beats and tracking up. Canter- three beats. All paces – tail swinging and held out from between legs, muscles over back moving, moving forward into side reins with nose on of in front of vertical. Description can be relevant to the horse that the participant is lungeing. ▫ <i>Potential issues:</i> could include; wrong lead, disunited, falling in/out, not responding to canter aid, or any other relevant issue to the horse being lunged. ▫ <i>Appropriate lunge session:</i> must include checking area and equipment for safety, appropriate warm up and cool down for their horse, checking and, if required, adjusting side reins. Walk, trot and canter should be shown on each rein. They should demonstrate good basic lungeing skills, safe techniques and positioning when sending the horse out, changing the rein and lungeing. The contact down the lunge line should be maintained. Exercises used can be the ones listed in the booklet or other exercises appropriate for the horse. Awareness of the horse’s balance, rhythm and activity should be demonstrated throughout.